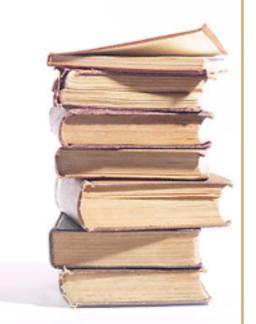
Parent Involvement Overview

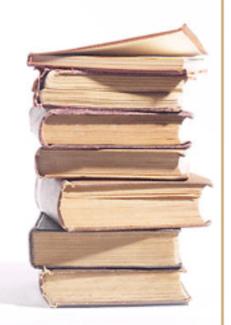
Federal Grants Management Federal Programs Conference September 29, 2005



randy.rook@dese.mo.gov

• 573.751.3468

http://dese.mo.gov/

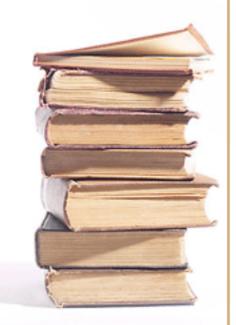


Title: Parent Involvement Overview

Programs, activities, and procedures for the involvement of parents/guardians must be implemented in order for a district to receive a Title I allocation. This workshop will discuss how parental involvement must include participation of parents in ongoing and meaningful communication about students' academic learning and other school activities.

Agenda

- Overview of NCLB requirements
- District & Building responsibilities
- DESE web page
- Listserv



Administrative Manual

CONSOLIDATED FEDERAL PROGRAMS

Missouri Department of Elementary and Secondary Education

The No Child Left Behind Act of 2001 (Public Law 107-110)

Title I.A Improving the Academic Achievement of the Disadvantaged

Title I.C Education of Migrant Children

Title I.D Prevention and Intervention Programs for Delinquent and At-Risk Students

Title II.A Training and Recruiting High Quality Teachers and Principals

Title II.D Enhancing Education through Technology

Title III Language Instruction for Limited English Proficient and Immigrant Students

Title IV.A Safe and Drug-Free Schools and Communities

Title V Innovative Programs

Title VI.B Rural Education Initiative

Administrative Manual July 2005

- DESE
- July 2005
- http://dese.mo.gov

Non-Regulatory Guidance



Parental Involvement: Title I, Part A

Non-Regulatory Guidance



April 23, 2004

- U.S. Dept. of Education
- April 23, 2004
- http://dese.mo.gov
- http://www.ed.gov

NCLB Definition

...the participation of parents in <u>regular</u>, <u>two way</u>, and <u>meaningful communication</u> involving student academic learning and other school activities, including ensuring—

- that parents play an <u>integral role in</u> assisting their child's learning;
- that parents are <u>encouraged to be actively</u> <u>involved</u> in their child's education at school;

 that parents are <u>full partners</u> in their child's education and are included, as appropriate, in <u>decision-making</u> and on <u>advisory committees</u> to assist in the education of their child; and that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement).

Section 9101(32), ESEA

Synthesis of Research

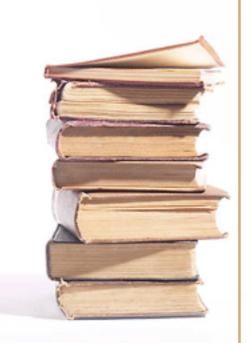
"the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

Studies have found...

that students with involved parents, no matter what their income or background, are more likely to—

- earn high grades and test scores, and enroll in higher-level programs;
- pass their classes, earn credits, and be promoted;
- attend school regularly; and
- graduate and go on to postsecondary education

District & Building Responsibilities



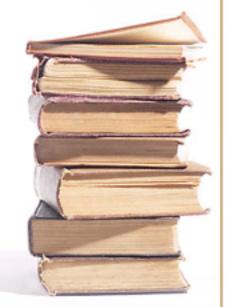
Reports and Notices

"in an understandable and uniform format and, to the extent practicable, in a language the parents can understand"



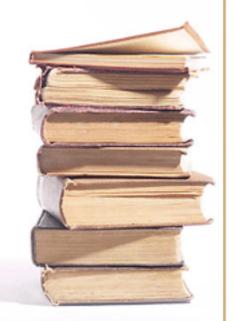
One percent rule

"Each district with a Title I allocation over \$500,000 must reserve at least one percent of its allocation for parent involvement that includes promoting family literacy and parenting skills."



Parent Involvement Policy

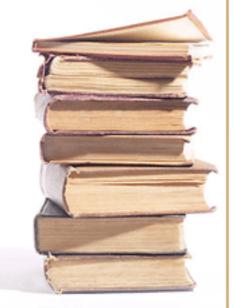
- Required by NCLB
- Developed with parents
- Distributed to participating children
- Approved by local Board of Education



The policy components

Should involve parents in the process of program evaluation and review of achievement data

- Assist Title I schools to plan and implement more effective parent involvement activities that will result in improved student and school performance
- Achieve coordination with other existing parent involvement programs

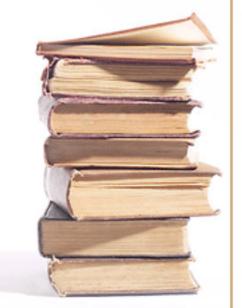


Conduct with parents an <u>annual</u> evaluation of this policy's content and effectiveness in improving academic performance, including identifying and alleviating barriers to greater parent participation (especially those who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and revise policy accordingly.



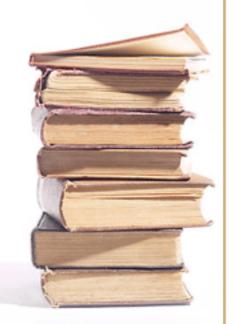
School Parent Involvement Plan

- each Title I building <u>must jointly</u> develop with and <u>distribute to</u> parents of participating children a written parent involvement plan.
- updated periodically to meet the changing needs of parents and the school
- format and language <u>readily</u> <u>understood</u> by parents and district personnel.



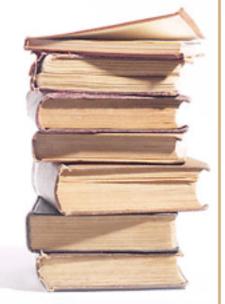
Required components

- 1. Strategies for Involvement
- 2. Shared Responsibilities for High Student Academic Achievement
- 3. Expanding Opportunities for Parent Involvement

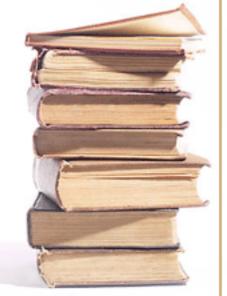


1. Strategies for Involvement

- <u>annual meeting</u> to inform parents of their school's participation in Title I
- explain Title I requirements, and explain parents' right to be involved
- offer a <u>number of meetings</u> at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an <u>organized</u>, <u>ongoing</u>, <u>and timely way</u>, in the <u>planning</u>, <u>review</u>, <u>and improvement of</u> <u>programs under Title I</u>

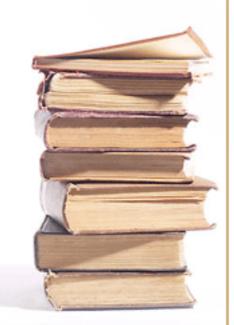


- provide parents of participating children:
 - timely information about Title I programs
 - an interpretation of the school's annual performance report
 - an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
- if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
- timely responses to the suggestions made by parents that have been offered in the meetings



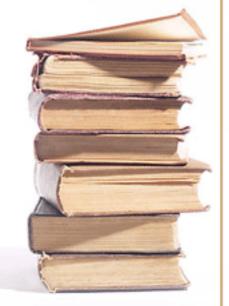
2. Shared Responsibilities for High Student Academic Achievement

 Each participating Title I building must jointly develop with parents a school-parent compact.

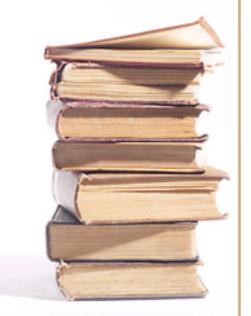


3. Expanding Opportunities for Parent Involvement

- Provide assistance to Title I parents to understand Show-Me Standards, MAP, & how to work with teachers
- Coordinate programs, i.e., Reading First, Head Start, PAT



- to the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues
- provide other reasonable support for Title I parental involvement activities as requested by parents



Federal Programs Parent/Guardian Notification

No Child Left Behind (NCLB) requires notification to parents/guardians when any of the following situations exist in a district receiving Federal funds.

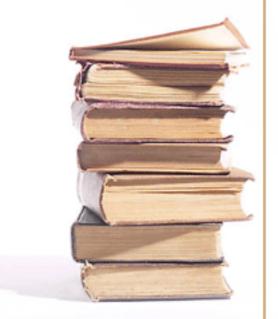
- Districts must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
- 2. At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
- A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
- 4. When a school is identified for School Improvement, the district must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
- Within thirty days after the beginning of the school year, a district must inform parents/guardians that their limited English proficient (LEP) child has been identified for participation in a language instruction educational program.
- Parents/guardians of students enrolled in a persistently dangerous school, or students who are victims of violent criminal offense while on school property, must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

(From the Missouri Consolidated Federal Programs Administrative Manual, January 2005)

Parent Notice Requirements

http:/dese.mo.gov/divimprove/fedprog/grantmgmnt/

 A tour of Pl on the Federal Programs page





Missouri Department of Elementary and Secondary Education

Home: Division of School Improvement: Federal Programs: Grants Management

Grants Management

Some of the following files are in PDF format. A note about downloading PDF's.



DESE Web Login Request Forms

Federal Programs Conference

September 27-29, 2005
Tan-Tar-A Resort, Osage Beach
Conference Brochure

Submissions for Parent Involvement Activities 🗣

Consolidated Application

- Consolidated Application
- Application Instructions
- Administrative Manual *Updated-8/12/05 Page 5*2
- Local Education Agency (LEA) Plan

Parental Involvement

- Federal Programs Required Notification
- Parental Notification Letters
- School Parental Involvement Plan
- School-Parent-Student Compact

e

2004-05 Nonpublic Workshop Presentation

(09-2004)

NCLB Q & A (08-2004)

Impact of the new Title I Requirements on Charter Schools (08-2004)

Grants in Education Presentation (08-05-04)

ParaPro Assessment Instructions (09-12-03)

School Improvement Schedule (6-01-03)

2005 Grant Application Forms

Title I Part A Nonpublic Consultation & Part. Form

Title I Part A Neglected School Children Form

Title I Part D Delinquent School Children Form

Title I Part D Delinquent Institution Program Plan

Title II & IV Non-Public Participation Form

Title III Part A Non-Public Participation Form

No Child Left Behind

No Child Left Behind Legislation and Guidance



Consolidated Application

- Consolidated Application
- Application Instructions
- Administrative Manual Updated-8/12/05 Page 52
- Local Education Agency (LEA) Plan

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- Parental Notification Letters
- School Parental Involvement Plan
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- Parental Involvement Resources

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- 2. At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
- A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
- 4. When a school is identified for School Improvement, the district must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
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(From the Missouri Consolidated Federal Programs Administrative Manual, January 2005)

Federal Programs Parent/Guardian Notification

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Missouri Department of Elementary and Secondary Education

Home: Division of School Improvement: Federal Programs: Grants Management

Parental Notification Letters



Some of the following files are in PDF format. A note about downloading PDF's.

- Federal Programs Complaint Resolution Procedures
- Teacher and Paraprofessional Qualifications Parents' Right to Know
- Notification Regarding Teacher Certification Parents' Right to Know
- Building Identified for School Improvement
- Limited English Proficient (LEP) Identification
- Persistently Dangerous School/Criminal Offense Victim Transfer Option

Randy Rook, Director Phone: 573-751-3468

E-mail questions to: webreplyfgm@dese.mo.gov

Consolidated Application

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- Administrative Manual Updated-8/12/05 Page 52
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Parental Involvement

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(03/05)

School Parental Involvement Plan

In addition to the district parent involvement policy, each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan must be updated periodically to meet the changing needs of parents and the school, and be in a format and language readily understood by parents and district personnel. If the building already has a plan for involving all parents, that plan may be revised to meet the federal requirements.

The written plan must address all of the following requirements.

Strategies for Involvement

Each building must:

- hold an annual meeting to inform parents of their school's participation in
 Title I, explain Title I requirements, and explain parents' right to be involved
- offer a number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement plan and the development of the schoolwide plan
- provide parents of participating children:
 - timely information about Title I programs
 - an interpretation of the school's annual performance report.
 - an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
 - if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
 - timely responses to the suggestions made by parents that have been offered in the meetings
- include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the school district.

Shared Responsibilities for High Student Academic Achievement

As a component of the school-level Title I parental involvement plan, each school participating in Title I must jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the Show-Me Standards.

The school-parent compact must:

 describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment

School Parent Involvement Plan

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(The numbered italicized items are examples; your committee may develop their own.)

(10/04)

(Name of School Building)'s (Grade Level) SCHOOL-PARENT-STUDENT COMPACT (School Year)

(Name of building), and the parents of students participating in Title I.A activities, services, and programs, agree that this compact outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement.

School Responsibilities

(Name of building) and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards as follows -
 - Retain highly qualified principals and teachers,
 - Provide instruction, materials, and high quality professional development which incorporates the latest research, and
 - 3. Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to -
 - 1. Discuss the child's progress/grades during the first quarter,
 - 2. Discuss this compact as it relates to the child's achievement, and
 - Examine the child's achievement and any pending options at the end of the third quarter.
- Provide parents with frequent reports on their child's progress as follows -
 - Weekly packet from the classroom teacher,
 - 2. Monthly suggestions from the classroom teacher,
 - 3. Mid-quarter report mailed from the school, and
 - Quarterly grade cards/reports sent home by the school.
- Be accessible to parents through -
 - Phone calls or person-to-person meetings,
 - 2. Scheduled consultation before, during, or after school, and
 - 3. Scheduled school or home visits.

School-Parent - Student Compact

Consolidated Application

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Home: Division of School Improvement: Federal Programs: Grants Management

Parental Involvement Resources

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Parents As Teachers

Practical Parenting Partnership

ParentLink

National PTA

PTO Today

The Missouri PIRC

Helping Your Child Become a Reader

Reading Tips for Parents

Helping Your Child Learn Mathematics

Helping Your Child Learn Science

Helping Your Child with Homework

Helping Your Child Succeed in School

Helping Your Child Become a Responsible Citizen

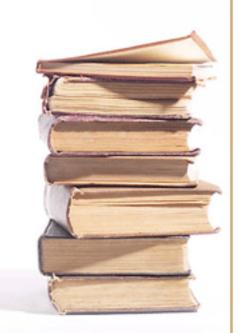
Tips for Parents on Keeping Children Drug Free

Randy Rook, Director Phone: 573-751-3468

E-mail questions to: webreplyfgm@dese.mo.gov

Fedpro listserv

http://dese.mo.gov/divimprove/fedprog/ grantmgmnt/



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